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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Issues in Contemporary Critical Theory II | CPLT 502 | 2 | 3 + 0 | 3 | 7 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Graduate’s Degree |
| **Course Type** | Compulsory |
| **Course Coordinator** |  |
| **Instructors** | Prof. Martin Vialon |
| **Assistants** |  |
| **Goals** | The study of concepts and assumptions present in contemporary views of literature. Some crucial issues such as the following are discussed with reference to major critical theories. |
| **Content** | Ahmet Hamdi Tanpınar’s novel Huzur (A Mind at Peace, 1949) analysed through the works of Aristotle, Theodor W. Adorno, Erich Auerbach, Walter Benjamin, Siegfried Kracauer and Georg Lukács. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) With reference to the core novel various issues in contemporary critical theory will be addressed. | 1-4, 7, 9-10 | 1,3 | B,C |
| 2) To analyse Ahmet Hamdi Tanpınar (1901-1962) as one of the most important Turkish writers, having the intellectual profile of a world literary humanist. | 1-4, 7, 9-10 | 1,3 | B,C |
| 3) To explore the wide-ranging historical aspects, reflected as a strong framework of the novel. | 1-4, 7, 9-10 | 1,3 | B,C |
| 4) To discuss the wounds of culture as the scars of alienation and reification which were invented by the old and new ruling classes as their dominance of social control and manipulation increased and came to represent an instrument of creating cultural discomfort. | 1-4, 7, 9-10 | 1,3 | B,C |
| 5) To compare and analyse the literary role of Proust and Baudelaire in Tanpınar’s novel. | 1-4, 7, 9-10 | 1,3 | B,C |
| 6) To explain the writer’s concern with the mental and emotional overload of the individual regarding its embedding in traditional bourgeois family structures, interiors, environments and the process of technical progress which undermines its former manners, notions, meanings and habits. | 1-4, 7, 9-10 | 1,3 | B,C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction and historical framework |  |
| 2 | Aristotle: Poetics (335 BC) |  |
| 3 | Aristotle: Poetics (335 BC) |  |
| 4 | Georg Lukács: Soul and Form (chapter: On the Nature and Form of the Essay) |  |
| 5 | Georg Lukács: Soul and Form (chapter: On the Romantic Philosophy of Life, Novalis) |  |
| 6 | Georg Lukács: Soul and Form (chapter: The New Solitude and its Poetry, Stephan George) |  |
| 7 | Georg Lukács: The Theory of the Novel (1916) |  |
| 8 | Georg Lukács: The Theory of the Novel (1916) |  |
| 9 | Siegfried Kracauer: The Mass Ornament (1927) |  |
| 10 | Erich Auerbach: Marcel Proust: Kayıp Zamanın Romanı (1927); Romatizism ve Gerçekçilik |  |
| 11 | Walter Benjamin: The Destructive Character (1931); On the Mimetic Faculty (1933) |  |
| 12 | Walter Benjamin: The Work of Art in the Age of Mechanical Reproduction (1936) |  |
| 13 | Erich Auerbach: Giambattista Vico ve Filoloji Düşüncesi (1936); Vico’s contribution to literary criticism (1958) |  |
| 14 | Erich Auerbach: Mimesis. The Representation of Reality in Western Literature (1946, chapter 1 and chapter 20) |  |
| 15 | Erich Auerbach: Dünya Edebiyatını Filolojisi (1952); Theodor W. Adorno: The Essay as Form (1958) |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | Adorno, Theodor W.: Essay as Form [1954/58]. In: Idem: *Notes to Literature. Vol. 1. Edited by Rolf Tiedemann. Translated from the German by Shierry Weber Nicholsen,* New York: Columbia University Press 1991, pp. 3-23.  Aristotle: Poetics [335 BC], *Translated with an introduction and notes by Gerald F. Else,* Ann Abor: The University of Michigan Press 2008.  Auerbach, Erich: *Marcel Proust: Kayip Zamanın Romanı* [1927] In: Idem: *Yabanın Tuzlu Ekmeği. Erich Auerbach’dan Seçme Yazılar. Hazırlayan ve Sunan: Martin Vialon.* Çevirenler: Sezgi Durgun, Haluk Barışcan, Cevdet Perin, Fikret Elpe, Istanbul: Metis Yayınları 2010, pp. 257-271.  - *Romantizism ve Gerçekçilik* [1933]. In: Ibid., pp. 257-271.  - *Giambattista Vico ve Filoloji Düşüncesi* [1936]. In: Ibid., pp. 195-206.  *- Dünya Edebiyatının Filolojisi* [1952] In: Ibid., pp. 279-292.  - *Mimesis. The Representation of Reality in Western Literature [1946]. Translated by R. Trask*, Princeton: Princeton University Press 1953.  - Vico’s contribution to literary criticism [1958]. In: Idem: *Gesammelte Aufsätze zur Romanischen Philologie*, Bern, München: A. Francke Verlag 1967, pp. 259-265.  Benjamin, Walter: *The Destructive Character* [1931]. In: Idem: *One-Way Street and other Writings. Translated by Edmund Jepcott and Kingsley Shorter*, London, New York: Verso 1979, pp. 157-159.  - *On the Mimetic Faculty* [1933]. In: Ibid, pp. 160-163.  - *The work of Art in the Age of Mechanical Reproduction [1936]. In: Ibid.: Illuminations. Edited and with an introduction by Hannah Arendt. Translated by Harry Zorn,* London: Pimlico edition 1999, pp. 211-244.  Kracauer, Siegfried: *The Mass Ornament*. In: Idem: *The Mass Ornament. Translated, edited, and with an introduction by Thomas Y. Levin,* Cambridge, London: Harvard University Press 1995, pp. 75-86.  Lukács, Georg: *Soul and Form [1911]. Translated by Anna Bostock*, London: Merlin Press 1974.  - *The Theory of the Novel. A historico-philosophical essay on the forms of great epic literature [1916]. Translated by Anna Bostock*, London: Merlin Press 1971.  Tanpınar, Ahmet Hamdi: *A Mind at Peace [1949]. Translated form the Turkish by Erdağ Göknar*, New York: Archipelago Books 2008. |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 70 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 70 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 30 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of an example of world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyze and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | The ability to utilize the basic concepts and issues of literary theories in developing life strategies |  |  |  | **X** |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  | **X** |  |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  | **X** |  |  |  |  |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for out of class study (Pre-study, practice) | 15 | 5 | 75 |
| Class Performance | 1 | 10 | 10 |
| Final Paper | 1 | 20 | 20 |
| **Total Work Load** |  |  | 150 |
| **Total Work Load / 25 (h)** |  |  | 6.0 |
| **ECTS Credit of the Course** |  |  | 7 |